

Callahan, C. M., Tomlinson, C. A., Moon, T. R., Tomchin, E. M., Plucker, J. A. (1995). *Project START: Using a multiple intelligences model in identifying and promoting talent in high-risk students* (RM95136). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm95136.pdf>

Teacher Observed: _____

Project START Classroom Observation Checklist
--

Instructional Characteristics & Descriptors	Observer Comments
<p>1. Project START Components Use of manipulatives _____ Evidence of multicultural emphasis _____ Language immersion _____ Varied intelligence options for learning, expressing learning and/or assessing learning _____</p> <p>2. Differentiated Learning Environment Assessment of student readiness for task _____ Activities/materials/assessments for students at different levels of readiness _____ Activities/assessments which allow for differing learning styles _____ Teacher receptivity to diverse learners and learner needs _____ Degree of student-centeredness reflected through discussion, sense-making, decision-making, and “time on center stage” _____</p> <p>3. Content of Instruction Balance of skills and key ideas (concepts) _____ Meaningful application of skills and concepts by students to solve problems and/or create products to be shared with others _____ Balance of content and process _____ Evidence of critical and creative thinking _____</p>	

Key: 1=little evidence 3=some evidence 5=strong evidence n/a=not applicable in this observation
--

Observer: _____

Date of Observation: _____